

2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)

School Name (MSID)	BIG CYPRESS WILDERNESS INSTITUTE	School # 11-9012 School District Collier County Collier	Security Level Moderate Risk Career Type 3 ESE Service Delivery Consultation Support Facilitation
Program Name	Big Cypress Youth Environmental Services	Capacity 36 Population Male	Diplomas by Program GED
Address	25959 Turner River Road Ochopee, FL 34141	Head Count 32 SD Registered 32 HSD/GED 0 DJJ Committed 32	Other School in SD Special Standard GED Exit Option (for out-of-county students)
Education Provider	Associated Marine Institutes, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 12:1	Students' Home/Zoned Schools Special Standard (for in-county students)
Facility Provider	Associated Marine Institutes, Inc. (Not-For-Profit)		
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies 30
SD Contract Manager	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail <i>spanobi@collier.k12.fl.us</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Dave Galbreath	Phone (239) 695-1001 Fax (239) 695-1004	E-mail <i>bcwi-de@amikids.org</i>
Facility Director	Daniel Washington	Phone (239) 695-1001 Fax (239) 695-1004	E-mail <i>bcwi-ed@amikids.org</i>
SD Transition Contact	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail <i>spanobi@collier.k12.fl.us</i>
QA Reviewer George Pesta E-mail <i>gpesta@fsu.edu</i>		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates February 24-26, 2009		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEEP QA REVIEW METHODS

The findings in this report are based on interviews, document review, and on-site observations.

Pre-Review Contacts and Self-Report Verification <input checked="" type="checkbox"/> SD Contract Manager or Designee <input type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	4 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	3 Classrooms	0 Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

Satisfactory Performance – Rating of 4, 5, or 6

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

Partial Performance – Rating of 1, 2, or 3

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

Nonperformance – Rating of 0

The expected outcome of the indicator is clearly not being addressed.

SUMMARY

Big Cypress Wilderness Institute serves male students ages 14-18 and is located within the National Big Cypress Reserve. Students stay for 9-12 months. The program provides a competency-based academic curriculum for English, math, social studies, science, and reading via certified teachers and online curricula.

In addition, students regularly participate in hands-on activities in culinary arts and the National Park Service, including the removal of nonindigenous plants, maintenance of wildlife observation areas and hiking trails, swamp tours, and canoe trips.

Because of the program's high overall score for this quality assurance (QA) review, the program has earned Exemplary status.

Progress toward correcting deficiencies identified in last year's CAP: The program's original director and lead educator returned to Big Cypress as the program's leadership team to address the deficiencies identified in last year's CAP. In addition, the school district provided weekly on-site services in exceptional student education (ESE), reading, and curriculum to assist the program in correcting all the deficiencies identified in last year's CAP.

The findings in this report are based on document review, interviews, and on-site observations.

QA TRENDS: Big Cypress Wilderness Institute

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **low/moderate security programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	7	5.44	On-Site Transition Services	4	4.94	On-Site Transition Services	6
Testing & Assessment	7	4.73	Testing & Assessment	6	5.73	Testing & Assessment	7
Student Planning	4	4.65	Student Planning	5	4.18	Student Planning	6
			Community Reintegration	4	5.60	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	6.00	4.94	STANDARD ONE: TRANSITION Standard Average	4.75	5.13	STANDARD ONE: TRANSITION Standard Average	6.50
Academic Curriculum & Instruction	7	5.45	Academic Curriculum & Instruction	3	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	7	4.51	Reading Curriculum & Instruction	3	4.52	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	4	6.05	Employability & Career Curriculum & Instruction	6
ESE & Related Services	7	5.37	ESE & Related Services	5	5.45	Specially Designed Instruction & Related Services	8
STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	3.75	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	6.75
Collaboration	7	5.49	Collaboration	5	5.69	Collaboration	8
Educational Personnel Qualifications	6	4.86	Educational Personnel Qualifications	5	5.00	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	7	5.40	Professional Development & Teacher Retention	5	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	5	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	7
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.25	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50
OVERALL AVERAGE	6.45	5.25	OVERALL AVERAGE	4.50	5.31	OVERALL AVERAGE	6.58
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	6.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	8.00

Big Cypress Wilderness Institute-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED										Attendance File 74	TOTAL 74	
										Dropout Prevention File 56	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			
										#	%	
Male	74	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	2	3	
Female	0	0	13	3	4	6	0	0	Emotional/Behavioral Disabilities	8	11	
RACE	#	%	14	14	19	7	0	0	Specific Learning Disabled	12	16	
White (NH)	18	24	15	19	26	8	4	5	Autism Spectrum Disorder	0	0	
Black (NH)	37	50	16	19	26	9	36	49	Speech/Language Impaired	2	3	
Hispanic	16	22	17	12	16	10	22	30	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	3	4	18	7	9	11	8	11	Gifted	1	1	
			19 & above	0	0	12	4	5	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	27	100	Diplomas Earned	#	%				Other Health Impaired	2	3	
2006-07 Math	27	100	Standard *	1	1				TOTAL ESE	27	36	
2007-08 Reading	20	100	GED	1	1	LEP STUDENTS	#	%				
2007-08 Math	19	95	Special	0	0		0	0				

NOTE: Student counts are based upon an unduplicated count of students served as reported in both the attendance and the dropout prevention files. This unduplicated count is matched to the demographic and the ESE files. Diplomas earned are independently retrieved from the end-of-the-year file.

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 6
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document proper enrollment based on prior transcripts, FCAT and entry assessment scores, and reading remediation needs. The lead educator submits students' course schedules to the school district for enrollment in the MIS.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator provides extensive guidance services to students upon entry, and students sign forms designating their desired diploma options. Guidance services provided also address students' strengths and weaknesses based on entry assessment results, and the lead educator develops four-year high school graduation plans for each student, as documented via signatures. Guidance services are also provided throughout students' length of stay, as needed. Students interviewed know which grades they are in and how many credits they have earned. Students are also advised regarding their major areas of interest; however, the areas of interest listed on FACTS.org do not match the program's course offerings.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the lead educator participates in students' exit staffings and assists students with transitioning back to their schools and/or communities.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed contain educational exit packets that meet all of the requirements in this benchmark. The program provides a competency-based curriculum in which students earn credits based on their educational performance. However, withdrawal forms for middle school students do not contain grades in progress for students transitioning prior to grade promotion. Three of six closed files reviewed document that exit packets were sent to the transition contacts in the receiving school districts prior to the students' exit; three document transmittal of the information shortly after the students exited.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program offers comprehensive guidance services and develops high school graduation plans for all students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should revise its list of major areas of interest on FACTS.org. The program should provide grades in progress on withdrawal forms for students who do not earn credits or are not promoted at the time of exit. The program should send exit packets to the transition contacts in the receiving school districts prior to students' release. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the lead educator administers the BASI within the required time frame. The lead educator also administers a learning style assessment, a modality test, and the TEd writing assessment.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the lead educator administers the Choices career assessment within the required time frame. The program uses the Choices results to develop goals on students' IAPs.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the lead educator administers the BASI to exiting students and submits the standard scores and the growth scale values for MIS reporting.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers multiple assessments for instructional purposes to students at entry. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SATISFACTORY SCORE: 6
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six non-ESE files reviewed document that the lead educator and the teachers collaboratively develop IAPs within the required time frame. IAPs are based on entry BASI and Choices results and prior school performance and contain all components required in this benchmark.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All current files reviewed document that the lead educator reviews students' IAP goals and objectives in monthly treatment team meetings. IAPs contain career goals that require students to research and write essays on three careers using the online Choices program, complete the Florida Ready to Work program, and earn a Florida Safe Serve certification through the program's culinary arts class. However, the program does not follow up on students' progress or revise career goals; files document that students do not complete the career essays and that only one student has completed the Florida Ready to Work Program.
3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four ESE files reviewed document the development of measurable and individualized IEP goals and objectives, based on students' disabilities and identified needs. Other areas not included on IEPs are addressed in students' IAPs.

3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four exceptional student education (ESE) files reviewed document that individual educational plan (IEP) progress reports are developed and mailed to parents as often as report cards are sent home for all students.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Both 8th grade students' files reviewed document that the lead educator uses FACTS.org and other appropriate resources to assist eligible students with development of their ePEPs.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should follow up on students' progress toward obtaining their individual academic plan (IAP) career goals and revise career goals and objectives based on students' progress. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 7
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the program therapist solicits and documents parents' participation in transition staffings; most parents participate via conference calls.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All closed files reviewed document that the lead educator develops educational exit transition plans that contain all of the components required in this benchmark. In addition, the program emphasizes return to school or to post-secondary education for General Educational Development (GED) candidates. The program provides financial aid information to graduating students, and the private provider offers scholarships to college-bound students, based on their post-secondary enrollment and grades. GED and high school diploma candidates participated in a field trip to Edison State College.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the lead educator contacts the transition contacts in the receiving school districts at least one week prior to students' exit.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program emphasizes return to school or post-secondary education for GED candidates and provides financial aid information. Additionally, Associated Marine Institutes (AMI) offers scholarships to college-bound students, based on post-secondary enrollment and grades. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 7
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all diploma options. GED diplomas are reported by the program, and standard and special diplomas are reported by a local high school or by "in-county" student's home/zoned schools.
5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers a substantial year-round curriculum of reading, English, math, and science via competency-based instruction and a credit recovery program. Observations, interviews, and lesson plans document that the curriculum is aligned with course descriptions and the FSSS.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations, interviews, and lesson plans document individualized instruction and a variety of instructional strategies. Students are divided into three academic groups based on entry assessment scores and prior academic performance. Teaching strategies include one-on-one, small group, and direct instruction and projects. In addition, the program regularly uses the EdOptions computer-assisted instruction (CAI) for advanced classes and credit recovery.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program offers a competency-based curriculum and emphasizes credit recovery via EdOptions. Eligible juniors and seniors may enroll in advanced classes toward their high school diplomas using an online educational program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 6
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations and lesson plans document that the program provides a variety of reading curricula and strategies, including direct instruction. The program uses the reading curricula outlined in the school district comprehensive reading plan, including American Guidance Services (AGS) materials, Reading Skills for Life, Read 180, Read for Real, and the Interactive Reader. All disfluent students are enrolled in two periods of reading; explicit reading instruction is provided in the first period, and students read silently and in groups during the second period. However, these reading classes are not scheduled consecutively to provide 90 minutes of uninterrupted instruction.
6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district reading coach assigned to the program monitors students' reading progress regularly via the Florida Oral Reading Fluency (FORF) probe and the Maze test. Results are used to improve instruction and are reported quarterly in the Progress Monitoring and Reporting Network (PMRN).
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides numerous opportunities for students to read and emphasizes reading in all program activities. Students read daily newspapers and magazines during a scheduled reading time every day, and the reading classes are currently working on a drama production. The program also requires each student to complete three book reports for each level promotion.

6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	As required in the school district comprehensive reading plan and documented in interviews and student files, the program administers the DAR-2 to students who are not progressing in reading based on progress monitoring data. Students' reading goals and instruction are modified, as needed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has differentiated reading groups and curricula and emphasizes reading throughout the program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should provide 90 minutes of uninterrupted reading to disfluent students. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 6
<i>Type 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program integrates employability and life skills instruction throughout the program. Life, career, and employability skills are taught by the science teacher one day a week via the Casey Life Skills curriculum that addresses money, home, and food management; personal and health fitness; social skills; and career awareness. In addition, students may participate in the Florida Ready to Work Program and in career research via Choices in their academic classes when they have completed their assignments. Students may earn credit in the peer counseling and/or the personal, career, and school development (PCSD) courses.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Course schedules and lesson plans document that all 8th grade students are enrolled in the exploratory wheel and career planning course for middle school students. The science instructor addresses the required competencies in the Wednesday life skills class.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations, interviews, and lesson plans document a variety of instructional strategies that include computer-assisted instruction (CAI), hands-on projects, direct instruction, and group discussions in classes that incorporate life and employability skills activities.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll students who have a high school diploma or the equivalent.
<i>Type 2 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 3 career education program.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 3 career education program.

Type 3 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers culinary arts classes and Florida Safe Serve certifications to all students. Based on academic performance and behavior, five students per week participate in hands-on training in the culinary arts class in which they prepare breakfast, lunch, and dinner for the program. The instructor follows the course description and Safe Serve requirements; however, she does not develop lesson plans, and instruction is limited to hands-on food preparation. After school hours, students work for the National Park Service but not for course credit. Students work in the Big Cypress National Preserve identifying and eradicating nonindigenous plants and maintaining wildlife observation areas and hiking trails. Students may also participate in the online Florida Ready to Work program and research careers via the Choices program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers a culinary arts course for credit.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document life, employability, and career awareness instruction and activities that occur throughout the program in student portfolios to demonstrate the completion of course requirements and the Florida Ready to Work program. The program should develop a formal curriculum and lesson plans for the culinary arts class. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SUPERIOR SCORE: 8
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four ESE files reviewed document the timely initiation of services for ESE students via records requests, enrollment in appropriate courses, and identification of needed services.
8.2 Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE consultant, the lead educator, and the teachers review and revise IEPs/EPs, as needed.
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		All four IEPs were revised in staffings conducted in a timely manner.
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		All ESE files reviewed document that parent participation in ESE staffings is solicited via telephone and/or mail and that copies of IEPs/EPs are mailed to parents who do not attend the staffings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		All IEPs document appropriate transition-related statements for students 14 or older.

<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification, p. 29.) 		The school district exceptional student education (ESE) consultant serves as the LEA representative in all individual educational plan (IEP) staffings.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides consultative and support facilitation services as needed through an ESE specialist who visits the program weekly. The ESE specialist works directly with teachers and students and maintains consultation and support facilitation logs. A school district speech and language therapist provides services to students in weekly visits to the program.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Section 504, ELL, and gifted services are provided, as needed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program and the school district implement a seamless process for providing ESE services and direct classroom support. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 8
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a minimum of 300 minutes of daily instruction.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents biweekly faculty meetings in which students, instruction, and other educational issues are discussed. In addition, the program and the school district demonstrate a strong collaborative relationship via daily communication. ESE, reading, and language specialists from the school district visit the program weekly to assist the teachers in providing services to the students, and school district guidance and enrollment support staff are also available, as needed. The facility director is supportive of the educational program and incorporates learning opportunities throughout the program's activities.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	After school hours, students work for the National Park Service in the Big Cypress National Preserve identifying and eradicating nonindigenous plants and maintaining wildlife observation areas and hiking trails. Students regularly participate in wildlife field trips, including fishing, canoeing, and swamp lectures from the national park rangers. Field trips this past year have also included supporting local fundraising events, painting the Providence House painting, and visiting the zoo and the YMCA. Guest speakers have included health department representatives, dentists, and nurses. High school seniors and General Educational Development (GED) candidates also participated in a field trip to Edison State College.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program incorporates students' academic performance into the point/level behavior management system. Classroom/program rules are posted, and students are aware of the rules. All students observed during this review behaved appropriately. The program provides positive reinforcement via Honor Roll recognitions, monthly academic awards, and an active student government, which participates weekly in determining the program's activities.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • Students at the program are regularly involved in community activities through the National Park Service. • The school district and the program demonstrate frequent and constructive communication related to the quality of services they provide in guidance, exceptional student education (ESE), and reading.
RECOMMENDATIONS	<ul style="list-style-type: none"> • None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 6
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has five core academic teachers, including the lead educator. Four have professional certification, and one has temporary certification; three of the five teach in their respective certification areas. The reading teacher lacks one course to complete a reading endorsement; all of the other teachers also teach a period of silent reading but do not have reading endorsements.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The culinary arts and life skills teachers have professional and temporary teacher certification, respectively.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should assist the teachers in obtaining professional certification in all the subjects they teach. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SATISFACTORY SCORE: 5
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All teachers have professional development plans that relate to the SIP. Two recent hires have participated in the school district's new teacher induction program and training.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The reading teacher has received professional development from a number of sources, including the school district, Just Read, Florida!, and online programs and has one remaining course to complete for a reading endorsement. Other professional development this past year included reading in the content areas for all teachers, and health and life skills training for the science/life skills teacher.

The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program recruits teachers through the local newspaper and the Teach-In Florida Web site. The program offers competitive salaries, staff scholarships, and retirement and attempts to recruit teachers and staff who want to work in an alternative educational setting and perform hands-on activities with the students.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program should ensure that teachers participate in professional development in their instructional assignment areas.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SUPERIOR SCORE: 7
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has five certified teachers, including the lead educator. The lead educator is also responsible for student testing, guidance, and transition services. In addition, the school district provides weekly support in the areas of reading, guidance, speech and language, and ESE. The average class size is 12.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program maintains adequate materials and supplies, and the teachers document great support and materials from the program and the school district. Texts for all subject areas are current and in good condition. The program has several reading curricula and maintains a small library in the reading classroom from which students may checkout books. Students interviewed feel that the program has a good reading selection.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Each classroom is equipped with audio/visual equipment, and all teachers have access to computers and the internet. Two of the three classrooms also have six computers for student use and access to EdOptions, Florida Ready to Work and Choices educational software. In addition, students have Internet access for instructional purposes. Computers have been purchased for the third classroom but have not been installed.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program maintains an environment that is conducive to learning in classrooms that have adequate space and display educational materials and students' work.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has access to the FLVS, and students are regularly enrolled in upper-level high school classes through the EdOptions program.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	This past year, the program pursued numerous grants, developed business partnerships, and planned fund-raising events with 14 local businesses. The program also applied for grants from Lowe's Educational Foundation, the League Club, the Southwest Florida Workforce Development Board, the Florida Kiwanis Foundation, and the Naples Children and Education Foundation. In addition, the program offers post-secondary education scholarships to staff and students.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The program conducts extensive community outreach activities that are focused on obtaining resources for the educational program.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should follow through with its plans to add computers and the EdOptions academic program in the math classroom. The program should consider reorganizing class schedules and staffing to allow the lead educator to spend less time in the classroom to fulfill administrative responsibilities related to leadership, guidance, transition, testing, and scheduling.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SUPERIOR SCORE: 8
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner and provided additional materials on site.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number and documents in six closed files reviewed that all student data required in this benchmark are accurately reported in the MIS. The school district also began reporting entry/exit growth scale values in the MIS in October, as documented in five closed files reviewed.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the program maintains accurate daily student attendance and submits it for MIS reporting.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's reported 2007-2008 statewide assessment participation rates were 100% in reading and 95% in math.
13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan and receives weekly on-site support services regarding curriculum development and reading strategies from a reading coach. The reading coach also performs walkthroughs and fidelity checks in the reading classroom.
<u>13.6</u> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager documents appropriate oversight and assistance via visits, and support staff visit weekly to assist with reading, guidance, speech/language, and exceptional student education (ESE) services. The contract manager conducts and documents annual evaluations of the educational program via a mock quality assurance (QA) review and development of the school improvement plan (SIP).
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement between the Collier County School Board and the DJJ and a contract between the school board and the Associated Marine Institutes (AMI), Inc. Interviews, documents review, and observations document that the terms of the agreement and the contract are being followed. The school district also monitors the program's quarterly expenditure reports.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	School district support staff provide extensive support to the program in reading, exceptional student education (ESE), language, and guidance services.
RECOMMENDATIONS	<ul style="list-style-type: none"> • None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

OTHER FINDINGS	<ul style="list-style-type: none"> • None
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None